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AUTHOR Lockett, Cornelius R., Jr.
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ABSTRACT

A computer-assisted guidance program was developed as part of a model for articulation between the public secondary schools in Duval/Nassau counties and the 28 publicly supported community colleges in Florida. The model was created based on data obtained from a survey of 25 graduating seniors in 15 secondary schools in the counties; an analysis of current recruiting procedures used by deans of student development at the community colleges; the Florida Vital Information for Education and Work (VIEW) and Computerized Vocational Information System (CVIS) data banks; and a survey of 12 counselors at county public schools on their perceptions of existing articulation procedures and practices. This report provides information on: (1) study methodology and general findings; (2) the computer-assisted guidance program's functions and capabilities in the areas of, for example, vocational exploration, college planning, and distribution of information on community colleges and technical/specialized schools; (3) Florida legislation related to articulation and acceleration mechanisms; (4) detailed analyses of the student and counselor survey responses; (5) Florida Junior College at Jacksonville's annual schedule of articulation and recruiting activities; (6) Florida Keys Community College's 1978-79 recruitment plan; (7) a suggested program description format for the Governor's Program for the Gifted and Talented; and (8) special articulation programs at three Florida community colleges. (LL)

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AN ANALYSIS OF CURRENT PROBLEMS AND PROCEDURES RELATING TO ARTICULATION BETWEEN PUBLIC SECONDARY SCHOOLS IN DUVAL AND NASSAU COUNTIES AND FLORIDA JUNIOR COLLEGE

Submitted by

Cornelius R. Lockett, Jr.
Florida Junior College at Jacksonville
Continuing Education Director
Kent Campus

Public Secondary Schools

FINAL REPORT

Florida Junior College at Jacksonville, Jacksonville, Florida
An Equal Opportunity / Affirmative Action College
in Education and Employment

Submitted to:

Dr. Roland Terrell, Director
Staff and Program Development
Florida Junior College

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TABLE OF CONTENTS

	Page
Introduction	1
Statement of Problem	2
Need for the Study	4
Definition of Terms	5
Assumptions	8
Methodology	8-10
The Model: Computer Assisted Guidance Program	11-18
Articulation and Acceleration Mechanisms	18
Analysis of student Questionnaire	20
Analysis of Counselors Questionnaire	20
Analysis of Practice and Procedures Relating to Articulation Between the Public Secondary Schools and Florida's Community Colleges as Indicated by the Deans of Students at the Community Colleges	21
Florida Junior College at Jacksonville: Annual Schedule of Articulation and Recruiting Activities 1978-79	22-24 A
Florida Keys Community College: Recruitment Plan 1978-1979	25-28
Governor's Program for the Gifted and Talented - Suggested Program Description Format	29
Lake Sumter Community College	30
Miami-Dade Community College	31
Broward County Community College	33

INTRODUCTION

Articulation is the process of sharing information with students and agencies or institutions to insure that students transfer from one level to another with a minimum of difficulty. Articulation in the community college is particularly important because there are so many misconceptions regarding its purposes and programs. In addition, the community college must relate to many kinds of institutions and agencies because of its multiple programs.

Since most community college students indicate a desire to transfer to a four-year college or university, much of the articulation activities of counselors is focused on admission and course requirements, financial aid and housing, and social programs. Community colleges must also maintain close contact with counselors and students in area high schools and even junior high schools to keep them informed of available programs. In addition, the community college must develop a liaison with business and industry so that students can be placed in appropriate jobs.

Most colleges participate in the high school college day or college night programs, and many colleges invite area seniors to visit their campus. (O'Banion, 1971, p. 61)

Most of the articulation activities conducted by Florida Junior Colleges for the area secondary schools consist of the distribution of college catalogs, brochures for Associate in Arts, Associate in Science and certificate programs. The primary focus of this study will center on the articulation practices and procedures which exist between public secondary schools and the twenty-eight (28) publically supported community colleges in Florida. The writer has chosen Florida Junior College at Jacksonville as the institution to conduct a more in-depth study of their articulation problems and procedures. Florida Junior College is a multicampus complex consisting of four compuses strategically located in Duval County.

Florida Junior College at Jacksonville was authorized by the 1963 Florida Legislature to provide a wide variety of educational services, primarily for the people of Duval and Nassau counties. The college admitted a charter class of 2,610 students in August, 1966. In succeeding years it grew rapidly. In all, the college served 72,369 students during the 1977-78 academic year.

The college is accredited by the Southern Association of Colleges and Schools.

The counselors from each of the four campuses are assigned visitation schedules to area secondary schools. This activity takes place two or more times each year.

Counselors and trained student recruiters set up information booths in the major shopping centers once each year, pass out brochures and answer questions about Florida Junior College. The Florida Junior College chorale and band give performances at some of the local secondary schools.

During the months of January and May the President of Florida Junior College sends a letter to all prospective high school graduates in Duval and Nassau counties congratulating them and giving them information about programs and services.

Florida Junior College employed two recruiters from 1970 to 1973. Their main area of responsibility was to act as a liaison between the community college and the secondary school in Duval and Nassau counties. The recruiters talked to groups of students in the eleventh and twelfth grades. They met with counselors, distributed schedules, catalogs and general information pertaining to the community college. Counselors in the secondary schools knew who to call to get specific information. The abolition of the recruiting office in 1973 created a greater gap between the secondary schools and the community college. Many times counselors in the secondary schools do not know who to contact to get specific information for a student and will in some cases not bother to contact anyone for information.

The recruiters could not resolve the individual needs of students in the instructional area, since most of the students contacted were seniors. The recruiters could offer information on financial assistance, admission requirements, persons to contact in a specific department, information on scholarships, grants, loans and college work study.

The choice of Florida Junior College as the site to conduct the in-depth study gave the writer an opportunity to compare responses to the questionnaire used in the survey between urban students in Duval County and rural students in Nassau county.

Articulation between the secondary schools and community colleges in Florida remain a formidable problem even though the community colleges and state universities in 1971, resolved their articulation problem with implementation of the Articulation Agreement Between Universities and Community Colleges.

STATEMENT OF THE PROBLEM

The main purpose of this study was to analyze the current practices and procedures relating to articulation between the public secondary schools and Florida's twenty-eight (28) community colleges. There were four sub-problems. The first was to ascertain whether information given to students in the secondary schools pertaining to Florida Junior College

was adequate enough to insure a smooth transition from high school to the community college. Permission to survey students in the secondary schools were granted by the assistant superintendent of schools in Duval County and the superintendent of schools in Nassau County. The schools represent a cross section of urban schools in Duval County and rural schools in Nassau County.

The selection of twenty-five (25) students at each secondary school was used as the basis for selection due to the fact in the fall of 1978 only 18.8 percent of the graduates of Duval and Nassau Counties secondary schools attended Florida Junior College. The number of students attending, ranged from a high of one hundred sixty eight (168) to a low of six (6). (See table I).

The students participating in the survey were selected by the various high school counselors from those who had expressed an interest in attending Florida Junior College.

The second was to utilize data from the questionnaire completed by the students in the secondary schools in Duval and Nassau Counties.

The questionnaire was prepared from information taken from Florida Junior College's catalog, pertaining to admission requirements, counseling, financial aid, college work study and college activities. Some questions used in the questionnaire were an adaption of an instrument used in a study of the Black College Freshman: Characteristics and Recent Trends, by Alan E. Bayer, conducted through the American Council on Education.

Permission was sought from the American Council on Education to use questions from the questionnaire in the analysis. This permission was granted by letter.

The third was to compare current procedures used for articulation by the twenty-eight (28) publically supported community in Florida. The information was acquired from the college-wide recruiting practices and procedures program used by the colleges and was provided by the deans of student development at the twenty-eight (28) community colleges in Florida.

The fourth was to utilize data from the questionnaire completed by counselors in the public secondary schools by Duval and Nassau counties.

Permission to survey the counselors were granted by the superintendents in Duval and Nassau counties. The twenty-five (25) questions pertained to perceptions of their functions as counselors and general information provided them by Florida Junior College.

This study is designed specifically to determine the extent to which;

1. students who are graduating seniors in the fifteen (15) secondary schools in Duval and Nassau counties are apprised of admission procedures, costs, financial assistance, counseling, advising and college work study available at Florida Junior College.

2. there are commonalities and differences in the practices and procedures used by the twenty (20) community colleges in Florida in the dissemination of information to secondary school students.

3. students at the secondary schools are aware of credit-by-examination programs such as; The College Level Examination Program (CLEP), advanced placement and dual enrollment. Knowledge of time shorten programs can reduce the cost for attending college and give a student an opportunity to enter the job market at an earlier time.

4. information gleaned from the questionnaire given to graduating seniors at the sixteen (16) secondary schools in Duval and Nassau counties, and other data were used to develop a model to improve the articulation procedures currently utilized by Florida's Community Colleges.

5. the use of advanced technology with computer terminals can be utilized to an optimum advantage in the public secondary schools.

6. information obtained from public secondary school counselors maybe utilized to improve the present articulation practices and procedures between the public secondary schools and Florida Junior College.

NEED FOR THE STUDY

A planned, formalized articulation program between the secondary schools of Duval and Nassau counties and Florida Junior College at Jacksonville does not exist engendering general misconceptions regarding the college's purposes and programs, unnecessary transition difficulties, and higher attrition rates for entering students. Formal articulation does not exist between any of the secondary schools and community colleges in the State of Florida.

The literature on articulation between secondary schools and community colleges, anywhere in the United States is very sparse. An ERIC search for literature revealed a limited amount of literature on articulation agreements for the vocational, engineering and business programs, but very little for other educational programs.

The writer interviewed Dr. Paul C. Parker, Associate Vice Chancellor for Academic Programs, State University System of Florida and Dr. Myron Blee, Administrator Programs Section, Division of Florida Community Colleges, both expressed concern over the lack of articulation between the secondary schools and community colleges.

In an address given before the annual meeting of the Association of American Colleges, February, 3, 1979, Washington, D.C., Dr. Parker stated that:

> "If learners can move freely through our system according to their needs, circumstances, and ability, and we make it easy for them to move from level to level and institution to institution with a minimum of wasted time and effort, learning will be stimulated and reinforced, learners will be encouraged to seek access to education...throughout a lifetime, and educational resources will be conserved and enhanced. Duplication and overlapping of learning experience is both uneconomic and stultifying intellectually. Only through more flexibility and improved articulation can we overcome our problem."

The writer also interviewed Dr. James L. Wattenbarger, Director, Institute of Higher Education, University of Florida. Dr. Wattendarger stated that he "was not knowledgeable of a study on articulation between the secondary schools and the community colleges in the State of Florida."

In a study of articulation practices in New York State, "Linking Schools and Colleges: an Inventory of Articulation Practices in New York State 1974-75," the report listed twelve perceived obstacles to articulation:

1. High school and college collective bargaining agencies.
2. Attitudes of college faculty.
3. Attitudes of high school faculty.
4. Attitudes of local school board members.
5. Attitudes of high school administrators.
6. Attitudes of college administrators.
7. Local and state rules, regulations, and laws.
8. Public attitudes.
9. Attitudes of state level educational leaders.
10. Attitudes of students (high school and college).
11. Attitudes of college trustees.
12. Attitudes of political representatives.

(Norman C. Synder, 1975)

"A major essential consideration in achieving a sound procedure for solving articulation problems is to eliminate the difficulties caused by rumors and semantics. This can only be achieved through sound research, both institutional research and the more generally applied educational research." (Wattenbarger, 1970, p. 158)

This study can provide the basic data necessary to develop an articulation model for implementation between the secondary schools and community colleges in Florida.

DEFINITION OF TERMS

The following terms, when they are used in this study, should be construed to have the meanings as here indicated:

1. Articulation - The interrelation of different levels of education for ensuring continuous advancement in learning.

In a paper "Articulation with Secondary Schools" presented at the 69th Annual American Vocational Association Convention, Anaheim, California, December 7, 1975, Claude R. Canup, Jr. stated that Good's Dictionary of Education defines articulation as:

> "The organization of classroom instruction, co-curricular activities, and other interdependent and interrelated services of the school system so as to facilitate the continous and efficient educational process or students from grade to grade and from school to school; also, the inter-relation of the school's instructional program with the educational program of other available institutions or work opportunities". (1973)

2. Advanced Placement - The Advanced Placement Program is a cooperative enterprise through which participating educators and institutions provide appropriate learning opportunities first in secondary school and then in college to students with special abilities and interests. It is based on the observed fact that many young people can complete, with profit and delight, college-level studies while they are still in secondary school, and on the desire of their schools and colleges to encourage and to recognize these experiences. An intermediary agent between the thousands of schools and hundreds of colleges concerned, the Program, through its committees, provides course descriptions, conferences, and consultants to help interested schools establish college-level courses. It sets, administers, and grades examinations based on the teaching goals set forth in the course description. It sends the examination grades to the students, their schools, and their designated colleges. It supports appropriate research, and it provides related publications.
(College Entrance Examination Board, 1974)

3. College Level Examination Program (CLEP) - The College Level Examination Program enables both traditional and non-traditional students to earn college credit-by-examination. Anyone may take CLEP tests to demonstrate his or her college-level competency no matter when, where, or how this knowledge has been acquired; through formal study, private reading, employment experience, non-credit courses, adult classes, TV/radio/cassette courses, military/industrial/business training, or advanced work in regular high school courses. People of all ages have reduced the cost in time and money of their college education by successfully completing CLEP tests for credit. This program gives individuals the change to validate and receive for college-level knowledge they already possess.

The College Level Examination Program is sponsored by the College Entrance Examination Board, which for decades has been proceding testing and advisory services to high school students entering college. In this time of expanding educational opportunities and needs, the College Board with the generous support of the Carnegie Corporation of New York has established CLEP to serve students who wish recognition for college-level achievement acquired outside the conventional college classroom. CLEP is directed to help those entering college as well as those already matriculated.

Numerous colleges and universities have accepted the principle that students should receive credit for college-level learning acquired in nontraditional ways and have sought various ways of validating this college-level achievement. One of these ways has

been the national system of credit-by-examination. (CLEP).
(College Entrance Examination Board, 1974)

4. Early Admissions Program - The Early Admissions Program at Florida Junior College is a joint agreement between the Duval County School Board, Nassau County School Board, and the District Board of Trustees of the College. To enter the program, a student must have earned ten credits in high school, and should have met, or will meet, the Americanism versus Communism requirement. The student must have a grade point average of 3.25 or better, and be eligible to enter the senior year at the high school. The student must be recommended by the counselor and principal. A contract is given to the student to be completed by the student's parent. The objective of the program is to give the student an opportunity to complete the senior year in high school and the freshman year in college, thereby, decreasing by one year the normal four years required to complete college.

5. The Accelerated High School Program - In order to meet admission requirements for the program, students must:

   A. be eligible for senior classification at their high school prior to the first class day of the term they wish to enter.

   B. have a "B" average in the academic work completed.

   C. obtain a recommendation from their high school stating that they possess the necessary aptitude, ability, interest and background to profit from the experience.

   If they qualify for the program they are permitted to enroll for a maximum of seven (7) credit hours in each of the spring and summer terms immediately preceding their senior year and would be permitted to enroll for a maximum of seven (7) credit hours each semester of their senior year in high school. Credit will be awarded on a provisional basis until they have earned their high school diploma and have completed at least one additional credit hour of college work at Florida Junior College at Jacksonville in a term that begins after they have earned a high school diploma. The provisional credit work will not be validated for transfer purposes until they have met the requirements as heretofore prescribed.

   Objectives of the Program:

   A. To facilitate students transition from high school to the college environment.

   B. To offer the superior student, additional challenge and development.

   C. To provide opportunities for students to accelerate the completion of their college work.

   (Florida Junior College, 1971)

6. General Education Development Test (GED) - The General Education Development Test (GED) is a battery of five tests administered monthly by Florida Junior College. The Educational Testing Service is conducting a three (3) year pilot study in the secondary schools in the State of Florida. Students who have completed the eleventh grade and are sixteen years old, may take the test. If they pass the test they may exit high school.
   (Florida State Department of Education, 1978)

7. Computer Assisted Guidance Program - The use of a computer to provide certain data which may be used to assist counselors in advising students in their chosen career fields.

ASSUMPTIONS

The following assumptions were basic to this study:

1. The current procedures used for articulation between the public secondary schools and community colleges in Florida are inadequate.
2. Modern Technological advances with computers can be utilized to assist counselors in advising students.
3. Counseling and advising are the key components to a well structured articulation program.
4. Well informed students will have a higher retention rate.

METHODOLOGY

The central purpose of this study was to analyze the current problems and procedures relating to articulation between the secondary schools and community colleges in Florida. More specifically, the data collected and examined in this study falls into three broad categories. The first was to ascertain whether the information given to students in the secondary schools, pertaining to Florida Junior College was adequate enough to insure a smooth transition into the community college. In pointing out that general education in the junior college is a culmination of a curriculum that began in elementary school and continued through high school, Reynolds (1969, p. 29) advises program developers to "consider the years preceding junior college for clues as to what the junior college should be, or in order to suggest needed changes in the high school program." Without such articulation with the secondary schools, general education requirements may become increasingly repetitive and irrelevant. Medsker et al. (1971)

The second was to utilize data from the questionnaires completed by the graduating seniors in the sixteen (16) secondary schools in Duval and Nassau counties to develop a model for articulation between the secondary schools and Florida Junior College at Jacksonville. This to insure that high school students acquire the necessary information to pursue their career goals and objectives. Guidance has a central role in the community colleges. This unique orientation for an institution of higher education results in part from widespread faculty convictions (McConnell, 1967, p. ii, Preface) that:

> ...if students are to choose wisely among different courses and curricula leading to a great variety of future careers, they must be assisted in identifying their abilities and aptitudes, in assessing their deficiencies and their potentialities, and rationalizing their aspirations. Medsker et al, 1971)

The third was to utilize data from the deans of student development at the twenty-eight (28) community colleges to compare the commonalities and differences in the dissemination of information given to students in the public secondary schools in Florida.

The fourth was to utilize data from the counselors in the public secondary schools in Duval and Nassau counties. A questionnaire containing twenty-five (25) items was completed by the counselors.

Kinds of Data

In order to obtain the information necessary to collect and analyze the desired information for this study the following data was analyzed:

1. Data from questionnaires completed by graduating seniors at fifteen (15) secondary schools in Duval and Nassau counties for a total of three hundred thirty six (336) questionnaires. These questionnaires comprised thirty-two questions pertaining to admission requirements, financial aid, prerequisite course and other relevant data.

2. Data from the recruiting procedures used by the deans of student development at the twenty-eight publically supported community colleges in Florida, for articulation between the public secondary schools and the community colleges in Florida.

3. Data from other sources pertaining to articulation between secondary schools and community colleges.

4. Data obtained from the deans of student development, the survey instruments, current computerized counseling programs such as; FLORIDA VIEW (Vital Information for Education and Work) and computerized vocational information system (CVIS), were used to develop a model for articulation between the public secondary schools and twenty-eight (28) community colleges in Florida.

Sources of Data

The data was obtained from questionnaires completed by graduating seniors at fifteen (15) secondary schools in Duval and Nassau counties. The questionnaires were administered on site at each of the fifteen (15) secondary schools in Duval and Nassau counties to students at each location, for a total of three honored thirty-six (336) questionnaires, with thirty-two (32) items per questionnaires.

Permission to conduct the research in the Nassau County secondary school was obtained by letter from the Superintendent of Nassau County Public Schools and by lette;from the Assistant Superintendent of Duval County Public Schools.

The selection of twenty-five (25) students at each secondary school was based on the fact that the smaller schools have a low number of students graduating, to use a larger number would have been unrealistic, and created an inconsistency in the survey. The figures were taken from Table I, which shows the number of students matriculating to Florida Junior College.

The information obtained from the deans of student development at the twenty (20) community colleges in Florida, provided the ability to compare the commonalities and differences in the procedures utilized by the various institutions and gives a cross-section of practices used throughout the State of Florida.

Data includes perusal of current literature in the form of legistation, periodicals, journals and research studies by Federal and State Departments of Education. In addition, the researcher utilized selected current publications and verbal and written suggestions which pertain to effective delivery systems of services to articulation.

Information on courses and curriculum in the Duval and Nassau counties secondary schools and at Florida Junior College was scrutinized. Information from the office of Institutional Research and Development at Florida Junior College, such as Table I was included as a source of data in this study. The information was obtained from the secondary schools listed on Table I.

Report of Findings

The findings were presented in narrative form, graphs, tables and charts to indicate the results of the investigation. The questionnaire for students was divided into four major segments. Section one of the questionnaire was designed to obtain information on the general characteristics of the students involved in the study. Section two was designed to ascertain the students awareness of admissions policies, costs, kinds of degrees in the college credit program and other relevant data. Section three was designed to ascertain the students awareness of information relevant to the student development program. It included items pertaining to counseling, advising, job placement and other relevant data. Section four was designed to ascertain student knowledge of information pertaining to financial assistance, such as; scholarships, loans, grants and other relevant data.

The questionnaire for students has thirty-two (32) questions in the analysis. The frequency count and numerical distribution method were used to organize the data from the respondents to the questionnaire and procedures from the deans of student development at the twenty (20) community colleges in Florida.

Scope and Limitations

This study will be limited to:

1. The student development deans at the twenty (20) publically supported community colleges in Florida.
2. Fifteen (15) secondary schools in Duval and Nassau counties and Florida Junior College at Jacksonville, for response to the questionnaires.
3. Three hundred-thirty six (336) graduating seniors, at the fifteen (15) secondary schools in Duval and Nassau counties.
4. The analysis of the students questionnaires were limited to the thirty-two (32) items on the survey instrument.
5. The counselors at the public secondary schools in Duval and Nassau counties.
6. The analysis of the counselors questionnaires were limited to the twenty-five (25) items on the survey instruments.

THE MODEL:
COMPUTER ASSISTED GUIDANCE PROGRAM

The model for articulation between the public secondary schools in Duval/Nassau and the twenty-eight (28) publically supported community colleges in Florida was developed from data obtained from: (a) the survey of twenty-five (25) graduating senior in fifteen (15) secondary schools in Duval/Nassau Counties, (b) an analysis of current recruiting procedures used by Deans of student development at Florida's twenty-eight (28) community colleges, (c) FLORIDA VIEW (Vital Information for Education and Work) and Computerized Vocational Information System (CVIS).

The survey of twelve counselors at the public secondary schools in Duval/Nassau counties provided information on the perceptions of existing articulation practices and procedures between the schools and Florida Junior College.

During the past eight years, FLORIDA VIEW (Vital Information for Education and Work) has disseminated a variety of occupational and training information about careers in Florida. Often this occupational information would make some general reference to apprenticeship, giving no specific details. Persons involved with occupational guidance indicated a need for more definitive apprenticeship information. To fill that need, VIEW developed a project to create an APPRENTICESHIP DECK and the necessary support materials. This project is funded by the State Office of Manpower Planning (CETA), and derives technical information and support from Florida State Bureau or Apprenticeship.

The User's Guide is a simple introduction to the use of the deck, the aperture card, the index, the Dictionary Occupational Titles (DOT) codes, and the United States Office of Education (USOE) clusters. It also contains general information about apprenticeships and other sources of information or audio-visual support.

A 12 minute, 16mm film about apprenticeships in Florida (entitled Florida Apprenticeship-Training for the Future) also has been funded by the Project.

Each of the aperture cards contains occupational, training, and contact information of Florida's 103 apprenticable careers. The optional microfiche format allows the same information to be stored in a more compact space. In either case, the occupational information section includes: 1) job duties; 2) job environment; 3) worker requirements; 4) job hazards; 5) anticipated wage; 6) job outlook; 7) related jobs and more. General information defining apprenticeship as well as specific work/training data is located in the training section. The last section gives the names, addresses, and phone numbers of the Florida Bureau of Apprenticeship Representatives by geographical area. Also included are organizations or agencies that can be contacted to provide additional information.

The index section is found in the center of the User's Guide and is arranged alphabetically by occupational titles. These titles follow closely those of the DOT (4th Ed.)

and are stated in non-sexist language. Each title is annotated and listed with DOT and USOE codes, as an aid to the counseling process.
(Department of Education, Knott Building, Tallahassee, Florida).

The Computerized Vocational Information System (CVIS) is a package of computer software and its supporting documentation. It is a system which stores information about occupations and educational alternatives and personal data about the user. The interactive dialogue which the student uses at the terminal assists in the systematic exploration of occupations and educational alternatives, making use of self-information. In short, CVIS is a technological tool which assists students and counselors in the information seeking and collecting aspects of career exploration and decision making.

The system has three components:

1. the career guidance system, a series of career guidance experiences for direct student use;
2. the counselor-administrative support functions;
3. a capability and author language for the local development of computer-assisted instruction and guidance information.

These components are delivered by means of a central computer unit, connecting phone lines or cables, and either cathode ray tube or teletype/typewriter terminals.

CVIS was developed from 1967 to 1970 by a team of guidance and data processing personnel at Willowbrook High School and College of DuPage in Illinois. The development and operation of Project CVIS was supported by the Illinois State Board of Vocational Education, High School District 88, and College of DuPage. CVIS is now distributed by the CVIS Consortium, Inc., a non-profit group of active users of the system.

FUNCTIONS AND CAPABILITIES

As A GUIDANCE TOOL

The basic purpose of the CVIS product is to provide students with a sophisticated tool with which to explore information about self, occupations, and educational opportunities. The intent is to provide accurate data in an interactive, interesting way. The hypothesis is that students will synthesize knowledge about self and career opportunities into informed decisions with maturation and time.

Students interact with a computer by means of devices called cathode ray tube terminals or teletype/typewriter terminals.

Cathode ray tube terminals display messages on a TV-like screen to which the student responds by typing on a typewriter-like keyboard. Teletype/typewriter terminals display messages on paper copy to which the student responds by typing on the typewriter keyboard.

The "conversation" is carried on by the transmission of data from the cathode ray tube or typewriter terminal over a phone line to the central processing unit (CPU) of the computer and back to the terminal...instantaneously. As an option, students may have a copy of any message which appears on the screen or of data sent directly from the computer by use of a complementary printer. They may also use audio-visual materials in conjunction with the computerized material, as in the case of the junior high vocational exploration program.

The exploration experience may be made personal to students by the storage of their school records and the "monitoring" design of the computer's program. The former allows the use of personal data such as name, grades, rank, courses taken, test information, etc. The latter makes it possible to allow the student to review past exploration, to note discrepancies between objective data and tentative plans, and to narrow alternatives.

The CVIS Project developed guidance applications at three levels: junior high, secondary and community college.

The *JUNIOR HIGH* script is divided into three distinct sections which the student may use on different occasions, either on a voluntary basis or as part of a planned classroom unit.

The first section of the script contains thirty multiple choice items that assist a student in thinking about personal characteristics, goals, activities, interests, ability, and school achievement. As the student responds to the items, the computer stores these responses by the way in which they realte to Holland categories. (Through a series of research studies, Dr. John Holland, Johns Hopkins University, has identified six major personality types:

1. Realistic
2. Investigative
3. Artistic
4. Social
5. Enterprising
6. Conventional

According to Holland, vocational choice is a search on the part of an individual for a work environment which will allow for the expression of his/her personality. Occupations, therefore, can be classified by the same six divisions or combinations thereof.) The system also gives appropriate feedback messages on items which can be compared to the computer-stored student record, which contains subject matter, grades, and test information.

After completion of the self-exploration section, the terminal displays a message which is appropriate for the student. For example:

From what you have told me about yourself, it looks as if you might be interested in the following in order listed:

ORGANIZATIONAL WORK
TECHNICAL & APPLIED SCIENCE WORK
SCIENTIFIC WORK
SOCIAL SERVICE WORK
PROMOTIONAL WORK
ARTISTIC WORK

At this point, the student is signed off the computer terminal and is invited to use a filmstrip-tape unit to look at sets of visuals, coordinated with taped scripts. These visuals explain the kinds of people, as well as their activities, interests, and abilities, who enjoy each category of work. The student may look at all sets but is encouraged to view those sets which have personal significance.

When the student returns to the terminal for the second use of the system, he/she is asked which sets of visuals he/she has seen and is reminded that those indicated do—or do not—seem to be areas of significant interest based on the responses to the previous items. Then the student is given the opportunity to compare personal responses to those of the "ideal" in any of the six categories. An example from scienfitic:

Activities:

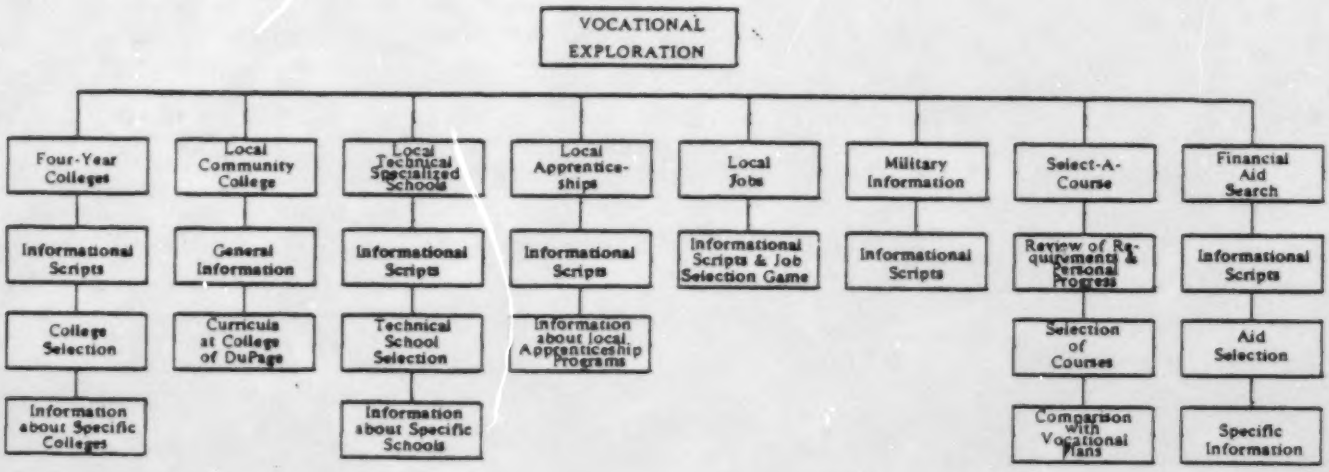
Ideal likes activities requiring analytical and original thinking. Dislikes activities requiring him/her to socialize with and be outgoing in personality to others. (Exact number of responses by student which indicates preference for "scientific" activities)

The student may compare himself/herself to any given work area in five successive displays—personality characteristics, activities, values, roles preferred, and abilities.

Following this comparison phase, the student is signed off the terminal again and invited to use the filmstrip-tape unit to look at one or more sets of visuals which describe ten to fifteen specific occupations within each of the six work areas.

When the student returns to te terminal for the third time, he/she chooses which specific occupations were the best of those viewed. The student then receives information about the kind of high school program necessary in order to begin planning toward that occupation; that is, college preparatory, vocational-technical, or general. Finally, the student receives some feedback about the probability of success in these respective programs in high school, based on present school success and ability and achievement as measured by recent testing.

The *HIGH SCHOOL* script contains nine programs. Students who use CVIS may select any or all of these alternative programs. This diagram gives an overview of the organization and sequence of options.



VOCATIONAL EXPLORATION

The Vocational Exploration program is designed to allow students to explore and receive specific information about approximately 400 occupations. These occupations are catalogued by the Roe Classification System. (Roe, Anne. *Psychology of Occupations*. New York: Wiley & Sons, 1957). Simply put, this system divides occupations into six levels by training and/or responsibilities required and eight categories of interest.

Level	Service	Business Contact	Organization	Technology	Outdoor	Science	General Cultural	Arts & Entertainment
I	Psychiatrist		Economist	Aerospace Engineer	Geologist	Astrophysicist	College Professor	Architect
II	Social Worker	Public Relations Worker	Hospital Administrator	Airplane Pilot	Soil Conservationist	Chemist	Teacher	Actor
III	Police Chief	Sales Real Estate	Stenographer	Draftsman	Forest Ranger	Dental Hygienist	Radio Announcer	Photographer
IV	Practical Nurse	Sales, Auto	Bookkeeper	Jeweler	Surveyor	Optician		Model
V	Waiter	Routeman	Typist	Platemaker	Construction Laborer			
VI	Orderly	Retail Sales Clerk	Mail Machine Operator	Meter Reader	Trackworker, Railroad			

Roe Classification System

The first time students use the vocational exploration program, they review their cumulative grades, ability as measured by tests, and interests. They are then asked to choose one of the six levels of training/responsibility and one of the eight categories of interest. At each choice point, they receive computer feedback in regard to the consistency of present choice with stored information. The students' tentative choices of level and field allow the computer to produce a list of occupational titles which are appropriate to the users' choices. The students may then explore the occupations on the list be requesting fifty-word definitions of any or all of them and printed occupational briefs which detail job duties, training requirements, working conditions, employment outlook, earnings, and sources of further information. These occupational briefs are supplied to the CVIS Consortium by J. G. Ferguson Company, New York, New York.

The design of the computer program allows multiple opportunities for remaking of choices, changing of tentative plans, exploration of alternative lists, and seeking of assistance from counselors. The program also records the path of exploration followed by students so that their last use of the program is designed to have universal applicability.

COLLEGE PLANNING

The college planning branch of the program has three subsystems:

1. informational scripts
2. college search
3. information about specific colleges

The first sub-system allows students to review any or all of the following topics:

1. What are college entrance requirements?
2. How and when do I apply for admission?
3. How do I visit colleges?
4. How do I figure total college cost?
5. How much money do I have for college?
6. How can I get financial aid?
7. What are college degrees?
8. What is a typical college schedule like?
9. What are work-study programs?
10. What do the words in the college catalogue mean?

The second sub-system allows students to select a list of colleges for further consideration. A national data file, compiled by American College Testing Program, Iowa City, Iowa, and updated each year, contains more than 1600 colleges which are catalogued by seven basic criteria.

1. Control (State or Private)
2. Majors offered
3. Size Range
4. Geographic Location
5. Admission Selectivity
6. Type of Community (Urban, Rural, Metropolitan)
7. Admission Selectivity
8. Cost Range

Students may choose the characteristics which are important to them in the order which they prefer. As they do so, the computer reports how many colleges still exist in the data file with the desired combination of characteristics. The students may ask for the list of names of appropriate colleges whenever they feel that they have narrowed alternatives to a manageable number. The computer then prints the code numbers and names of colleges which have the combination of characteristics desired.

The third phase of the college planning program allows the students to enter the code number of a specific college and to receive three displays of information: majors offered, admission requirements, and general information (cost, size, location). This data file is updated annually by the American College Testing Program by means of a direct mailing to college and university admission officers. The college planning branch is designed to have universal usability; that is, it requires no localization or modification by each site.

COMMUNITY COLLEGES

The community college branch allows students to learn about admission requirements, costs, and curriculum at the local community college. This script requires localization by each site in order to make if applicable to its particular area.

TECHNICAL AND SPECIALIZED SCHOOLS

The technical and specialized school branch parallels the four-year college program with its three sub-sections. The first sub-system, information about the selection or a technical or specialized school, has universal usability. The sub-sections dealing with selection of schools within a fifty-mile radius and about detailed information of specific schools must be adapted locally by collecting data from area technical and specialized schools and then storing that data in specific format.
(CVIS Distribution Center, Western Maryland College, Carroll Hall, Westminster, Maryland, Carol M. Rabush, Director, July 1977)

The Computer Assisted Guidance Program would include a common course numbering system to identify all courses and a common transcript for the public secondary schools in Florida.

The key component of an effective articulation program is counseling and advising. The model for articulation between the secondary schools and community colleges, utilized this aspect to formulate the base form which other areas were developed.

Computer technology which is drastically underused in the secondary schools in Florida would be utilized to develop a five-year (5) curriculum for students starting in the tenth grade. The curriculum development was designed in a descending order. Each year after implementation the model would include a lower grade; the second year the ninth grade, the third year the eighth grade and the fourth year the seventh grade would be included into the overall package. This process would provide a continuum of tracking students from junior high school through the first two years in the community college.

Students were given an opportunity to choose three career interest areas, by marking code numbers on optical mark reader card. The cards would be read on an optical scanner, which feeds into a computer that has curriculum pre-programmed for more than one hundred (100) career objectives. The three career choices would be matched in chronological preference, and list the courses to meet each educational choice.

Counselors could be hired by the community colleges to work in the articulation program, advise students on what courses to take according to the information given on the computer print-out.

A periodic follow-up can be done on each student to check their progress, according to the career preference they had indicated on the initial optical mark reader card. If a student decided they were no longer interested in their initial choice, the counselor would have them fill out a new card and the sequence repeated to select a new curriculum for the student.

The 1979 Florida legislature passed a bill which will have a tremendous impact on the present articulation procedures and practices in the State HB 1689 states:...defining the State Community College System; creating the State Community College Coordinating Board; providing powers and duties; creating community college boards of trustees; providing such boards with powers similar to university boards of trustees; providing for admissions of students; providing for community college funding; providing for articulation and acceleration mechanisms; providing for postsecondary consortiums; creating the State Tuition Voucher Fund to aid students attending certain independent colleges; providing for scholarships and financial aid; retaining miscellaneous provisions; transferring various sections to conform to the act:

The following statement is submitted in explanation of the effect of the action agreed upon and recommended in this report:

1. Would create new Chapter 248, Florida Statutes, entitled Postsecondary Education; drawing together existing statutes relating to postsecondary education matters.
2. Would establish a Joint Commission on Postsecondary Education to undertake a comprehensive study of postsecondary education, including universities, community colleges, and vocational technical education.

3. Would establish State Community College Coordinating Board to exercise responsibility for statewide leadership in overseeing and coordinating the individually governed public community colleges; would provide for appointment of members; powers and duties.
4. Concerning community college system funding, funding categories would be established (previously done through proviso), enrollment planning would be required, "corridor" funding concept would be established.
5. Would recognize in statute articulation and acceleration mechanisms including use of CLEP testing and consortium arrangements.

PART VI

ARTICULATION AND ACCELERATION MECHANISMS

Section 65. Section 248.098, Florida Statutes, is created to read:

248.098 Articulation agreement; acceleration mechanisms.—

(1) Admission of Associate of Arts degree graduates from Florida Community colleges and state universities and the use of acceleration mechanisms, including the College Level Examination Program (CLEP), shall be governed by the articulation agreement, as established by the Department of Education.

(2) The universities, community college boards of trustees, and district school boards are authorized to establish intrainstitutional and interinstitutional programs to maximize this articulation should the establishment of these programs necessitate the waiver of existing State Board of Education rules, reallocation of funds, or revision or modification of student fees, each college or university shall submit the proposed articulation program to the State Board of Education for review and approval. The State Board of Education is authorized to waive its rules and make appropriate reallocations, revisions, or modifications in accordance with the above.

(3) The levels of postsecondary education shall collaborate in further developing and providing articulated programs in which students can proceed toward their educational objectives as rapidly as their circumstances permit. Time-shortened educational programs as well as the use of acceleration mechanisms, shall include, but not be limited to, credit by examination or demonstration of competency, advanced placement, early admissions, and dual enrollment.

(4) Each university in the State University System shall offer, upon request, to all students enrolled for the first time at that university, at the time of enrollment, and make available to all other students, not less than once annually, the College Level Examination Program (CLEP) examinations offered by the college entrance examination board or equivalent examinations in those general subject areas which are required or may be applied toward general education requirements for a baccalaureate degree at that university. A student satisfactorily completing such examination shall receive full credit for the course the same as if it had been taken, completed, and passed.

Section 66. Section 248.0981, Florida Statutes, is created to read:

248.0981 Postsecondary consortiums.—

(1) Community colleges and universities serving the same students in a geographic and service area may establish appropriate interinstitutional mechanisms to achieve cooperative planning and delivery of academic programs and related services, share a high cost instructional facility and equipment, coordinate credit and noncredit outreach activities, have access to each others library and media holdings and services, and provide cooperative campus activities and consultative relationships for the discussion and resolution of interinstitutional issues and problems which discourage student access or transfer.

(2) Public community colleges and universities may include independent colleges and universities within their service areas in mutual planning of a comprehensive, complementary, cost-effective array of undergraduate and beginning graduate programs of study to serve that geographic area.

(JOURNAL OF THE HOUSE OF REPRESENTATIVES, TALLAHASSEE, FLORIDA, JUNE 1, 1979)

The Florida Legislative has already begun to mandate laws which will force community colleges and secondary schools to work together more cooperatively, to implement sound articulation procedures and practices.

ANALYSIS OF STUDENT QUESTIONNAIRE

The student questionnaire was divided into four general topics categories; Student Characteristics, Admissions, Student Development and Financial Assistance. The questions asked in the Student Characteristics category included such items as sex, race, age and grade point average. More females than males answered the questionnaires or for a total of more than 65%. Sixty-five (65%) per cent of the respondents were white, and approximately the same percentage were eighteen (18) years old. Most students indicated their grade point average were between a "B" and a "B-" with some in the "A" group. The majority of the students live within a ten mile radius of one of the four campuses of the College, this would not include Hilliard or Fernandina Beach, which is Nassau County. Very few students felt that transportation would pose a problem to attend a campus.

Most students felt that parental influence was the greatest factor in their decision to attend college, in the area of tutoring or remedial instruction students indicated that they would need more assistance with English and Mathematics.

The second category of questions on the student questionnaire relates to admissions requirements and information. The number of students indicating they had information relating to applications was approximately even with those indicating they had not received application information.

Student's response to the areas of admissions, Student Development and Financial Assistance, with only one exception, access to a Florida Junior College catalog, it indicated that students are not receiving information which they should have prior to attending Florida Junior College.

ANALYSIS OF COUNSELORS QUESTIONNAIRE

The questionnaire for counselors was sent to all Counseling Department Chairman, at each of the public secondary schools in Duval/Nassau Counties. Counselors at twelve (12) of the fifteen (15) schools responded. The questionnaires did not require the respondent to place their name or school on the form.

The response of the counselors was distinctly different from the students response to the same questions. Counselors indicated that current practices and procedures relating to articulation between the secondary schools and Florida Junior College are adequate, while students indicate that they are inadequate.

TABLE 2

STUDENT'S RESPONSE TO
ARTICULATION QUESTIONNAIRE

I. STUDENT CHARACTERISTICS	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
1. Your Sex:																
A. Male	10	11	4	9	8	7	3	13	7	11	13	8	2	4	7	117
B. Female		8	21	7	16	15	16	8	20	14	10	8	9	19	19	190
2. Are You:																
A. Black			2		1		8		14	25	20	1	12	2	2	88
B. White/Caucasian	10	18	19	16	19	22	11	21	12		2	16		24	24	210
C. American Indian																
D. Oriental					2											2
E. Other					1											1
3. How old will you be on September 1, of this year?																
A. 16 or younger	5				1					2				1	1	4
B. 17	3	3	8	9	4	6	3	3	11	10	8	2	2	7	7	85
C. 18		14	17	7	15	15	15	17	14	13	13	13	7	13	13	195
D. 19		2			1				2		2		1	4	4	12
E. 20 or older																
4. What was your average grade in secondary school?																
A. A					1	4	2			1	3		1			12
B. A-		3	3		1	8		2	3	1	1	1	2	6	3	34
C. B	5	4	9	7	6	4	5	5	8	5	6	5		8	9	86
D. B-		4	7	4	6	4	5	6	5	8	2	2	4	5	6	68
E. C	5	7	8	5	7		6	8	10	11	3	9	4	3	7	14
F. D					1		1				1		1			4
5. Where did you rank academically in your graduating class?																
A. Top Quarter	4	10	3	4	7	9	5	5	4	5	7	4	2	11	9	39
B. 2nd Quarter		6	9	5	8	8	4	4	9	8	4	3	1	5	4	78

24

(continued)

25

STUDENT'S RESPONSE TO
ARTICULATION QUESTIONNAIRE

I. STUDENT CHARACTERISTICS (continued)	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
5.																
C. 3rd Quarter	5	1	5	7	5	2	4	8	12	7	3	3	4	5	11	82
D. 4th Quarter		3	1		1		1		1	1	4	1	5			18
6. What is the highest academic degree that you intend to obtain?																
A. None	1		2	2	1	6		2	4	4	2	1	3	3	4	35
B. Associate (A.A. or equivalent)	5	4	5	3	4	1	2	1	3		1	1		7	2	39
C. Bachelor's degree (B.A., B.S., etc.)	1	6	7	1	7	8	5	5	10	6	1	9	2	9	8	85
D. Master's degree (M.A., M.S., etc.)		4	5	3	3	3	4	13	9	10	5	1	5	2	5	72
E. Ph.D. or Ed.D.					3		1		1	1	4			1	1	12
F. M.D., D.O., D.D.S., or D.V.M.	1	1					2					2		2		8
G. LL.B. or L.D. (Law)		2		1	1										1	5
H. B.D. (Divinity)				1							1					2
I. Other	1	1	3	3	1		2			3	1	2	1	2	1	21
7. How many miles is the nearest Florida Junior College Campus from your home?																
A. 2 or less				1			6		1	2	1	1	5		2	19
B. 3-5		3			4		7	4	11	7	6	7	3		6	58
C. 6-10		13		5	15		3	8	6	8	5	8	2		8	81
D. 11-15	4	2	2	9	3		2	6	3	5	1	1	2	8	4	52
E. 16-20	3	1	1		1		1	3	5	1	1			4	3	24
F. 20 or more	2		20			20			1	3		17		10	1	57

22

27

26

STUDENT'S RESPONSE TO
ARTICULATION QUESTIONNAIRE

	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
8. Will transportation be a problem for you to attend Florida Junior College?																
A. Yes	1	1			2	3	2	1	2	5	4		1	2	2	26
B. NO	8	17			20	12	17	19	25	20	12	17	11	21	24	223
9. Do you have any concern about your ability to finance your college education?																
A. None (I am confident that I will have sufficient funds)	4	5	7	4	7	5	5	1	9	3	4	6	3	5	12	80
B. Some concern (but I will probably have enough funds)	3	12	17	9	12	10	10	10	11	14	8	8	2	14	10	150
C. Major concern (not sure I will be able to complete college)	2	2	1	2	3	5	3	6	4	8	1	3	5	2	4	51
10. For each item indicate if it is a source for financing your education.																
A. Part-time or summer work																
Major			12	2	5	4	8	8		13	5	9	1	6	9	82
Minor			2	2	12	7	6	10		7	4	6	1	14	12	83
Not			4	1	4	10	3	3		1	1	2		1	5	35
B. Savings (from full-time employment)																
Major			5		4	5	4	2	5	8	3	3	3	2	3	47
Minor			1	3	6	4	2	2	4	3	2	2	4	5	5	43
Not			12	2	11	12	8	17	15	5	6	11	1	10	15	125
C. Parental or family aid or gifts																
Major			6	3	11	8	4	6	7	10	4	9		13	8	89
Minor			5	3	9	3	7	8	6	9	2	5	4	5	11	77
Not			7	4	5	10	5	7	9	1	3	2	1	3	3	60

STUDENT'S RESPONSE TO ARTICULATION QUESTIONNAIRE

10. (continued)	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
D. Federal Benefit from parent's military service																
Major			1	1	2	1	1		5	7	2		1	4	4	29
Minor				5	4				3		3	2	1		3	21
Not			17	4	14	20	13	20	15	11	5	14	3	14	15	165
E. Scholarships and grants																
Major			7	2	6	3	2	5	11	11	4	3	3	9	5	71
Minor			1	3	3	3	5	1	2	2	6	3	1	2	4	36
Not			16	4	10	18	7	14	10	4	2	10	2	7	11	115
F. NDEA loans, federally insured loans or college bans																
Major			4	3	2	3	2	2	3	8	6		4	2	1	40
Minor				3	4			3	3	3	3			1	20	20
Not			14	4	14	18	9	15	15	6	4	16	2	14		151
G. Other repayable loans																
Major			1	3	1	3			3	5	2			2		20
Minor				3	3	4	2	1	1	5	3	2	1	2	1	28
Not			17	6	15	14	10	20	17	6	5	14	4	12	19	159
11. In deciding to go to college, how important to you was each of the following?																
A. My parents wanted me to go																
Very	2	6	10	3	9	2	9	9	11	12	5	3	5	2	3	91
Some	3	11	8	5	11	9	8	8	11	11	6	9	2	15	14	131
Not	3	3	7	5	1	10	2	2	3	4	2	5	2	4	7	60
B. To be able to contribute to the community																
Very	1	6	7		9	2	4	4	7	7	3	2	1	2	4	59
Some	3	12	6	4	9	10	7	9	13	10	7	4	7	14	11	126
Not	4	2	12	10	3	3	6	6	5	1	3	11		3	10	85

30

31

STUDENT'S RESPONSE TO
ARTICULATION QUESTIONNAIRE

II. (cont.)	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
C. To be able to get a better grade																
Very	9	17	25	6	19	18	17	17	17	21	6	13	6	32	23	223
Some	1	3		3	3	2	3	4	8	2	4	4	2		2	41
Not				7		1					2	4				14
D. To gain a general education and appreciation of ideas																
Very	2	10	7	3	16	8	9	15	16	11	6	8	5	10	14	140
Some	4	10	7	3	8	9	9	6	8	10	3	9	4	10	8	108
Not	3		11	10		4	2		1	4	1	4			2	42
E. To improve my reading and study skills																
Very	3	8	5		4	6	5	7	8	14	6	5	4	5	6	86
Some	3	7	10	8	15	9	9	13	13	6	6	9	4	12	10	134
Not	2	4	10	9	3	6	6	3	4	5	2	7		4	7	72
F. There was nothing better to do																
Very			1				1		3	4	4		2			15
Some	1		2		3	1			4	6	3		4	2	5	31
Not	7	19	22	4	18	20	15	18	18	14	7	15	2	18	19	216
G. To make me a more cultured person																
Very	1	4	7	1	8	7	7	8	9	12	4	3	5	9	8	93
Some	2	12	13	2	12	7	6	7	4	10	6	9	3	10	14	127
Not	6	4	5	13	4	7	4	4	18	2	7	5		3	3	70
H. To be able to make more money																
Very	4	15	17	4	12	9	11	13	9	16	6	10	6	15	16	170
Some	4	5	6	6	11	10	7	8	14	7	3	7	2	6	8	98
Not			11	6		2	1		3	1	4					26

STUDENT'S RESPONSE TO
ARTICULATION QUESTIONNAIRE

11. (cont.)	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
I. To learn more about things that interest me																
Very	6	14	20	5	18	15	11	15	16	15	7	10	7	16	16	193
Some	1	6	4	5	5	4	6	4	8	6	4	7	1	3	9	71
Not	1	1	1	6		2	1		1	2	3					18
J. To meet new and interesting people																
Very	2	8	16	1	12	11	9	12	13	8	6	4	4	10	5	121
Some	5	8	6	1	9	8	8	7	10	10	5	10	4	11	14	116
Not	1	2	3	14	1	2	2	1	2	3	3	3			2	39
K. To prepare myself for graduate or professional school																
Very		8	11	2	11	7	11	9	13	14	7	10	6	2	10	121
Some	4	7	6	5	6	6	6	4	9	7	3	4	2	13	11	93
Not	4	3	8	9	4	8	1	4	3	2	3	3		6	3	61
12. Do you feel that you will need any special tutoring or remedial work in any of the following subjects?																
A. English	6	3	5	3	6	2	5		4	2	2	3	4	1	5	51
B. Reading					4	3	4	1	1	1	1	3	2		1	21
C. Mathematics	1	3	7	3	6	6	1	4	8	9	6	3	5	6	6	74
D. Social Studies			2		3	3	3				1	2	1		4	19
E. Science	1	1	3		2	6	3		4	6		4	1	1	2	34
F. Foreign Language	3	2	2	5	7	8	7	4	12	8	3	3	4	1	8	77

14. (cont.)	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
D. College credit grading system																
Yes	3	3	10	3	8	6	2	8	11	8	6	3	2	16	10	99
No	6	15	15	10	15	15	17	13	15	16	4	14	6	9	15	185
E. Semester Hours																
Yes	3	5	9	3	8	5	5	9	13	10	6	3		16	9	104
No	6	14	16	10	15	16	14	12	13	25	7	14	5	10	16	193
F. Student course load to be full-time																
Yes	1	3	9	2	9	4		6	11	8	7	2		11	9	82
No	9	14	16	14	13	17	19	15	15	16	8	15	6	13	17	207
G. Registration appointment																
Yes	1	5	5	2	4	5	2	5	9	7	8	1	2	10	7	73
No	9	13	20	12	18	16	17	16	18	17	9	16	4	13	18	215
H. Concurrent registration																
Yes		3	2		1	3	2	5	7	5	10	1		1	5	45
No	9	16	23	13	19	18	17	16	19	17	7	16	6	25	19	240
I. College credit registration fees																
Yes	2	3	2	8	5	4	3	4	10	7	7	4	2	10	8	79
No	6	16	23	9	16	17	15	17	17	17	7	12	4	17	18	211
J. Additional fees for Science, Music, and Art																
Yes	1	2	2	2	1	2	2	2	8	6	9	2		6	4	49
No	9	15	23	8	20	19	16	19	18	19	10	15	6	17	22	238
K. Registration, fees paid by credit card																
Yes		2		2	1	2	1	2	7	4	7			1	1	30
No	9	15	25	10	20	19	16	19	19	21	9	17	6	25	24	254

13. Below are some of the reasons that might have influenced your decision to attend Florida Junior College. How important was each reason in deciding to enroll here?	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
A. My relatives wanted me to																
Very		1	6	4	4	2	3	1	2	5	3	2	1	2		36
Some	2	8	7	6	6	5	9	8	6	11	3	4	4	8	7	94
Not	6	8	10	6	12	10	8	13	17	6	4	10	1	10	17	138
B. Florida Junior College has a very good reputation																
Very		1	10		6	4	5	3	8	3	4	1	2	10	2	59
Some	5	10	10	1	13	11	13	14	13	11	2	11	2	14	17	149
Not	4	6	1	12	12	2	2	4	5	7	5	1	2		7	64
C. Most of my friends are going to Florida Junior College																
Very		3	5			1	2	2	4	3	2	1	1	2	4	30
Some	4	5	10	5	15	7	5	12	8	6	5	8		8	12	111
Not	5	10	8	11	7	9	14	7	14	12	5	8	4	10	11	135
D. Because of low tuition																
Very	4	8	10	5	5	4	5	5	5	7	4	3	3	10	7	85
Some	4	5	10	4	11	10	10	14	13	8	3	8	1	14	11	127
Not	2	3	3	7	3	2	6	3	8	8	3	5	3		7	63
E. Someone who had been to Florida Junior College encouraged me to go																
Very		1	4	2	4	5	2	1	6	7	4		1	5	1	43
Some	3	10	13	5	11	4	7	9	12	7	5	7	3	13	9	118
Not	5	6	7	4	9	8	10	11	8	10	7	8	3	6	12	114

13. (cont.)	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
F. Because of the special educational program offered																
Very	1	1	10	3	6	8	6	3	7	8	3	3	3	10	7	80
Some	3	6	8	4	10	5	9	11	13	12	5	9	3	9	9	116
Not	4	9	5	7	7	4	4	7	6	3	5	4		5	8	78
G. My guidance counselor advised me to go																
Very		5	1		1	3	2	1	3	3	4		2	2	2	29
Some	3	13	9	4	9	7	5	6	9	9	5	2	2	13	7	104
Not	5		13	12	9	7	10	14	14	11	15	12	2	5	12	141
H. I wanted to live at home																
Very		7	9	7	10	7	12	6	8	8	3	5	2	11		102
Some	2	7	5	3	6	4	5	10	12	7	6	7	4	5	11	94
Not	6	4	9	6	7	6	4	6	6	14	4	2		4	8	86
II. ADMISSIONS																
14. Have you been given information about Florida Junior College relating to:																
A. High School transcript																
Yes		1	7	3	5	2	4	3	12	10	6	3	2	9	9	76
No	8	18	18	4	12	19	17	18	14	13	6	14	4	15	16	196
B. Admission application																
Yes	2	8	17	3	16	4	9	10	21	10	7	5	3	20	14	149
No	7	10	8	4	7	17	9	5	5	13	8	12	3	5	12	125
C. Residency requirement																
Yes	1	2	7	4	7	1	3	6	10	7	8	2		15	6	79
No	8	17	18	9	14	20	16	15	16	17	5	14	6	11	19	205

14. (cont.)	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
L. Orientation		3	8	1	1	3	3	9	8	7	4	1	1	13	5	67
Yes		3	8	1	1	3	3	9	8	7	4	1	1	13	5	67
No	9	14	17	15	20	18	15	12	19	17	10	16	5	10	19	216
M. Deadline date for application																
Yes	1	3	10	4	5	3	4	12	14	7	3	1	2	11	12	92
No	8	14	15	10	16	18	15	10	11	15	12	16	4	13	14	191
N. College credit course audit																
Yes	1	2	6	1		3	1	5	8	4	7		2	4	6	50
No	8	15	19	14	21	18	17	15	17	20	5	17	4	18	20	229
O. Class attendance																
Yes	1	2	7	1	3	3	3	6	14	5	7			10	3	65
No	8	16	18	15	18	18	15	15	11	18	8	17	6	13	21	217
P. The Associate of Arts degree																
Yes	1	6	9	14	8	3	6	3	8	8	3	1		12	6	88
No	8	12	16	2	13	18	13	18	17	15	12	16	6	12	19	197
Q. The Associate of Science degree																
Yes	1	7	10	14	6	2	5	2	-7	6	7	1		13	4	85
No	8	11	15	2	15	19	12	19	18	16	13	16	6	11	20	201
III. STUDENT DEVELOPMENT																
15. Have you been given information about Florida Junior College relating to:																
A. Counseling																
Yes	4	5	7	8	6	2	6	2	12	2	3		5	12	4	88
No	6	13	18	7	14	19	13	19	13	13	6	17	3	11	21	193

42

30

43

15. (cont.)	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
H. Advising																
Yes	4	3	6	11	7	4	6	2	10	11	2	1	2	10	4	84
No	6	15	19	5	13	17	13	19	13	15	6	15	4	13	20	193
I. Artist-Lecture Series																
Yes			2	1	3			2	8	4	3			3	6	32
No			23	13	19	21	18	19	18	20	6	17	5	20	18	217
J. Activity Periods																
Yes				4	33	1	1	2	6	6	1	2		5	2	33
No			25	12	18	20	18	19	20	18	8	15	5	17	22	217
K. Student Government Association																
Yes					3	2	2	1	8	5	2	2		3		28
No			25	14	18	29	17	19	19	18	7	15	5	20	24	220
L. Intramural Recreational Activities																
Yes					3	1		3	9	6	1	3		3	1	30
No			25	15	18	20	19	17	19	18	7	16	5	7	23	222
M. Intercollegiate Athletics																
Yes			2	6	2	1		4	6	6	2	1		7	2	39
No			23	10	18	20	19	17	19	18	7	16	5	7	23	202
16. Have you talked with a representative from Florida Junior College?																
A. Individually																
Yes		2	3	2	6	2	2	4	6	7		2	4	1	2	44
No	8	15	13	5	13	13	9	19	11	9	7	12	3	4	21	162

	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
16. (cont.)																
B. In a group																
Yes	2	2	12	3	8	8	10	2	15	15	4	5	2	19	3	109
No	8	15	14	5	13	13	9	19	11	9	7	12	3	4	21	162
17. Have you visited a Florida Junior College campus?																
A. Individually																
Yes	2	5	9	3	9	10	9	10	7	15	5	6	3	8	7	108
No	8	13	16	5	11	11	9	10	19	7	6	11	4	14	17	161
B. In a group																
Yes		3	10	3	5	4	3	4	15	8	4	6		19	7	91
No	10	15	15	7	13	16	14	16	11	11	7	11	4	4	17	171
18. Have you visited the department of you major field of interest at Florida Junior College?																
A. Yes		2	1		4				1	3		1	1	9	1	23
B. No	10	15	24	13	19	21	18	20	26	20	10	16	7	14	25	259
19. Do you have a Florida Junior College Catalog?																
A. Yes	6		10	3	15	8	5	8	9	2	1	4	1	10	12	100
B. No	4		15	10	7	13	12	12	18	21	9	13	7	3	14	171
20. Do you have access to a Florida Junior College catalog, such as in the library or Counselor's Office																
A. Yes	9	11	17	12	16	16	5	13	19	11	4	10	3	20	18	184
B. No	1	6	8	3	6	5	10	7	8	11	6	7	4	3	8	93

	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
21. Have you been to a College day/night activity which had a Florida Junior College representative?																
A. Yes		3	3		8	4	1	3	3	6	1	4	1	10	1	48
B. No	10	15	22	2	14	17	17	17	24	16	9	13	1	15	24	222

	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
22. Have you earned college credits from the?																
A. Advanced Placement Test																
Yes					2					1		1			3	7
No	10	17	25	4	23	21	18	20	25	19	9	16	8	23	22	260
B. College Level Examination Program (CLEP)																
Yes										2		1				3
No	10	17	25	3	22	21	16	20	26	18	9	16	7	23	25	258
C. Accelerated High School Program																
Yes		1	1					2		1	2	1				8
No	10	16	24	3	22	21	14	20	25	19	9	17	6	23	25	254
IV. FINANCIAL ASSISTANCE																
23. Have you been given information about Florida Junior College relating to:																
A. Eligibility for financial Aid																
Yes	2	3	10	3	9	5	11	8	14	11	4	4	4	13	8	109
No	8	14	15	5	14	16	9	12	12	12	5	13	3	9	14	160
B. Athletic Scholarships																
Yes	1	1	5	3	4	1	2	2	5	5	2		2	5	3	40
No	9	15	20	7	19	20	18	18	21	17	7	17	5	17	19	230
C. Academic scholarships																
Yes	2	1	8	4	3	2	4	2	6	5	2	1	2	7	7	56
No	8	16	17	7	19	19	16	18	20	16	6	11	4	15	15	207
D. Forensics and Drama																
Yes			1		3		1	1	3	2			1	2	1	15
No	10	17	24	6	18	21	17	19	23	18	8	17	5	19	20	241

23. (cont.)	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
E. Instrumental and Vocal Scholarships																
Yes		1	3		3		3	3	5	4	1	2	1	3	1	30
No	10	17	22	5	19	21	16	17	21	17	7	15	4	20	20	231
F. Basic Educational Opportunity Grant (BEOG)																
Yes	2		6	1	6	1	5	5	13	7		3	2	14	2	72
No	8		19	5	16	18	15	15	13	14		14	4	9	20	192
G. Supplemental Educational Opportunity Grant																
Yes	2		4	1	5	2	3	2	6	3	3			7	2	40
No	8	17	21	3	17	19	16	18	20	18	7	17	6	15	20	222
H. Florida Student Assistance Grants																
Yes	2		7	1	4	2	2	4	6	6	2		1	9	6	52
No	8	17	18	3	18	19	17	16	20	15	7	17	6	13	15	209
I. Law Enforcement Education Grants																
Yes			2	2	3	1		3	3	2	4			2	2	23
No	10	15	23	5	19	20	19	17	23	19	8	17	6	20	19	240
J. Federal Nursing Scholarships																
Yes	2		3	3	1			1	3	5			1	4		23
No	8	16	22	6	11	21	19	19	23	17	8	17	5	19	20	241
K. National Direct Student Loan (NDSL)																
Yes			4		2	1	1	2	3	5	1		1	4	1	25
No	10	16	21	7	20	20	19	18	23		7	17	5	18	20	221

STUDENT'S REPONSE TO
ARTICULATION QUESTIONNAIRE

	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
23. (cont.)																
L. Federal Nursing Loan																
Yes			3		2		1	1	3	7			1	4	2	24
No	10	16	22	10	20	21	18	19	24	15	8	17	4	17	19	240
M. Florida Guaranteed Loan																
Yes			4		3	1	1	1	3	6	1			6	2	28
No	10	16	21	8	19	20	18	19	23	15	8	17	6	15	19	234
N. Short-Term Loan																
Yes	1	1	6	2	3	2	2	1	5	5				4	2	34
No	9	14	19	7	19	19	17	19	21	15	8	17	6	18	19	227
O. College Work Study program																
Yes	2		4	7	3	1	3	4	5	6	1	2	1	11	1	50
No	8	16	21	7	19	20	16	16	21	15	7	15	5	11	20	218
P. Student Assistance program																
Yes	1		1	5	2		5	3	4	7	2		1	7	3	40
No	9	15	22	7	20	21	13	17	21	14	7	17	5	14	18	223
24. Have you been given information relating to:																
A. Scholarships																
Yes	4	3	12	1	5	5	9	3	8	7	2	6	2	12	12	91
No	6	14	13	5	16	16	10	17	17	12	8	11	4	13	14	175
B. Grants																
Yes		2	13	3	6	8		9	14	13	2	4	3	19	9	115
No	10	15	12	6	16	13		11	12	5	6	13	4	6	17	155
C. Loans																
Yes	3	4	9	2	7	5	9	6	7	9		1	1	11	7	81
No	7	13	16	7	14	16	10	14	19	12	7	15	7	10	6	173

	Baldwin	Eaglewood	Fernandina	Fletcher	Forrest	Hilliard	Jackson	Parker	Paxon	Raines	Ribault	Sandalwood	Stanton	Nassau	White	TOTAL
24. (cont.)																
D. Student Employment																
Yes	2	3	7	5	4	1	7	5	10	9	1	2	3	3	8	70
No	8	14	18	8	18	20	12	15	16	13	8	15	5	18	15	203
25. Are you eligible for:																
A. Veteran Orphan Benefits																
Yes						2	1		2	2				1		8
No	10	18	25	13	23	19	17	20	23	18	8	17	6	20	22	259
B. Social Security Educational benefits																
Yes			2	1	2	3	3		8	6	2	3	1	2	1	34
No	10	18	23	11	21	18	16	20	18	13	6	14	5	19	21	233
C. Vocational Rehabilitation																
Yes				1	1	2			1	3	1		1			10
No	10	17	24	9	22	19	17	20	24	18	8	17	6	20	22	253
26. Have you been given inforation about Florida Junior College relating to:																
A. Courses which must be taken in high school for admission to certain programs at Florida Junior College																
Yes	1	1	7	1	12	2	1	6	9	11	3	3	3	9	9	78
No	9	17	18	13	11	19	18	14	17	11	6	14	5	14	15	201

37

Table 3

RESPONSE TO SECONDARY SCHOOL COUNSELORS QUESTIONNAIRE

	YES	NO	TOTAL
1. Does the academic schedule provide for Faculty/Counselor conferences?	9	1	10
2. Do you evaluate student tests?	9	2	11
3. Are you responsible for transcripts and records?	12	0	12
4. Does your school require students to visit a counselor at least once each semester?	3	9	12
5. Are you provided with catalogs, bulletins and brochures pertaining to programs and courses at your district community college?	12	0	12
6. Do students at your school participate in college day/night programs?	11	0	11
7. Does your district community college send representatives to the college day/night program?	12	0	12
8. Are students provided with information by your district community college pertaining to course offerings or programs?	11	0	11
9. Are students provided with information by your district community college pertaining to admission requirements?	12	0	12
10. Are students provided with information by your district community college pertaining to financial assistance such as; grants, loans, scholarships and student employment?	12	0	12
11. Are graduating seniors given an opportunity to visit the district community college in your area?	12	0	12
12. Are students given an opportunity to visit the department of their career interest at your district community college?	12	0	11
13. Are students at your school aware that they may earn college credit while still in high school by taking the Advanced Placement Test (AP), College Level Examination Program (CLEP) or Accelerated High School Program?	12	0	12

RESPONSE TO SECONDARY SCHOOL COUNSELORS QUESTIONNAIRE

	YES	NO	TOTAL
14. Do students at your school exit high school by taking the General Educational Development Test (GED)?	8	4	12
15. Does the community college in your district have an early admissions program for twelfth grade students to earn joint credit at the high school and college for early graduation?	12	0	12
16. Are students in your community college district required to take prerequisite courses at the secondary level prior to admission to programs such as; Chemistry for Nursing students?	7	2	9
17. Do you feel that counselors should be placed on joint public school and community college curriculum coordination committees?	9	2	11
18. Do you feel that the community college in your district provides adequate counseling and advising for students?	11	0	11
19. Do you feel that the public schools and the community college in your district work cooperatively?	12	0	12
20. Do you feel that current practices and procedures pertaining to articulation between the public schools and community college in your district are adequate?	11	0	11

RESPONSE TO SECONDARY SCHOOL COUNSELORS QUESTIONNAIRE

21. Where is your school located?	URBAN	RURAL	TOTAL	
	8	3	11	
22. What is your ratio to students?	0-50	51-150	151-300	301 or more	TOTAL
	0	0	0	10	10
23. What type counseling do you provide students?	ACADEMIC	VOCATIONAL	PERSONAL	TOTAL
	11	11	11	11
24. How frequently does your district community college counselor meet with counselors at your school during an academic year?	0-3	4-7	8-11	NEVER	TOTAL
	8	3	1	0	12
25. Does the community college in your district hire public school counselors during the summer on a part-time or full-time basis?	YES	NO	SOMETIMES	TOTAL
	1	3	2	6

ANALYSIS OF PRACTICES AND PROCEDURES RELATING TO ARTICULATION BETWEEN THE PUBLIC SECONDARY SCHOOLS AND FLORIDA'S COMMUNITY COLLEGES AS INDICATED BY THE DEANS OF STUDENTS AT THE COMMUNITY COLLEGES

The Student Deans at twenty (20) of the twenty-eight (28) community colleges in the state responsed to the request for information pertaining to their articulation practices and procedures.

The following are some of the current procedures utilized at the community colleges:

1. College days/nights - students are given information pertaining to program offerings, course requirements, financial assistance and other career information. Many times a number of colleges and universities sponsor a joint effort and set-up display booths to dissiminate information.

2. Peer Recruiters - college students are used to recruit high school students, many students volunteer, some are paid through college work study.

3. Community College counselors visit the secondary schools to meet with counselors and talk with students.

4. Area high school counselors are invited to the campus for a high school - college articulation luncheon or dinner each year.

5. Early admissions programs - students who have a grade point average of "B" or "B" plus, and have completed the eleventh grade, grade point average may vary from college to college.

6. Advanced Placement Program.

7. Peer Counseling - Counselor aide program.

8. Dispersement to local high schools of applications for admission, financial aid, catalogs and other pertinent material.

9. Visitations by high school students to the community college campuses.

The twenty (20) community colleges which responded to the request for information relating to articulation practices and procedures between the colleges and the secondary schools utilized many of the same procedures. The exceptions to the normal practices are listed below:

1. Periodically, students from high schools in the district are invited to attend college basketball games, field day events, and other college sponsored activities such as dances and drama productions free of charge. High school students are also invited to homecoming week activities, including area high school cheerleader squad competition held on campus that week. (Chipola Junior College)

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE

ANNUAL SCHEDULE OF ARTICULATION
AND RECRUITING ACTIVITIES
1978-79

2

JANUARY

- *Distribute materials at Student Activities Artist Series—Civic Auditorium.
- *Trained student recruites will be in shopping malls on Friday & Saturday afternoons—Gateway, Regency, & Normandy Malls.
- *Mail out college-wide brochures.
- *High School visits for qualified minority students in Health Related Programs.

FEBRUARY

- *Distribute materials at Student Activities Artist Series—Civic Auditorium.
- *S.G.A. visits high schools with counselors.
- *Trained student recruiters will be in shopping malls on Friday & Saturday afternoons—Gateway, Regency, & Normandy Malls.
- *Orange Park High School Career Night.
- *Palatka High School Career Day.
- *Mail out first letter from the President to all High School Seniors.
- *Begin Counselor visitations to high schools.
- *Annual Meeting with FJC/UNF/Duval/Nassau County Counselors & Private School Counselors & Occupational Specialists.
- *Display booth at the Home & Patio Show.
- *Display booth at the Community Schools Education Information Day - Regency Square.
- *High School visits for qualified minority students in Health Related Programs.
- *Music recruitment in high schools.
- *Health Occupations Students of America—Region I.

MARCH

- *Distribute materials at Student Activities Artist Series - Civic Auditorium
- *Music recruitment in high schools.
- *Trained student recruiters will be in shopping malls on Friday & Saturday afternoons—Gateway, Regency, & Normandy Malls.
- *Display booth at the Northeast Florida Science & Engineering Fair - Regency Square.
- *Continue counselor visitation to high schools.
- *High School Leaders on Campus.
- *Westside College's Information Day - Normandy Mall.
- *Processing/Selection of high school seniors for FJC/UNF Scholarship
- *Distribution of credit and non-credit schedules to part-time centers.
- *On-Campus visitations for High School Seniors Appreciation Day.
- *Mental Health Forum - Display.

APRIL

- *Distribute materials at Student Activities Artist Series—Civic Auditorium.
- *Music recruitment in high schools.
- *Trained student recruiters will be in shopping malls on Friday & Saturday afternoons—Gateway, Regency, & Normandy Malls.
- *T.V. and Radio Ads, Newspaper & IS Newsletter.
- *Joe Berg Society for Science and Math.
- *Continue counselor visitations to high schools.
- *Career Expo '78—Rotating - Planned by the Job Placement Specialists.
- *Mail out schedules and program information sheet utilizing the provided business/industry/churches/organizations mailing list.
- *Arts Festival '79.
- *Distribution of credit and non-credit schedules to part-time centers.
- *Distribute materials at Student Activities Artist Series—Civic Auditorium.
- *Trained student recruiters will be in shopping malls on Friday & Saturday afternoons—Gateway, Regency, & Normandy Malls.

- *Mail out second letter from the President to all high schools seniors—congratulatory letter.
- *Display booth and art display at Fernandina Beach Shrimp Boat Festival.
- *Annual meeting with high school principals for FJC/UNF Academic Scholarship Award.
- *Riverside-Avondale Preservation Arts Festival.
- *Distribution of credit & non-credit schedules to part-time centers.

JUNE
- *Distribura materials at Student Activities Artist Series—Civic Auditorium.
- *Trained student recruiters will be in shopping malls on Friday & Saturday afternoons—Gateway, Regency, & Normandy Malls.
- *T.V. and Radio Ads, Newspaper & IS Newsletter.
- *Orange Park Mall College Information Day.
- *Returning Women back to college - DTC.
- *Distribution of credit & non-credit schedules to part-time centers.

JULY
- *Distribute materials at Student Activities Artist Series—Civic Auditorium.
- *Trained student recruiters will be in shopping malls on Friday & Saturday afternoons—Gateway, Regency, & Normandy Malls.
- *Mail out Fall schedules and program information sheets to businesses/churches/industries/organizations mailing list.
- *Distribution of credit & non-credit schedules to part-time centers.

AUGUST
- *Distribute materials at Student Activities Artist Series—Civic Auditorium.
- *Trained student recruiters will be in shopping malls on Friday & Saturday afternoons—Gateway, Regency, & Normandy Malls.
- *T.V. and Radio Ads, Newspaper & IS Newsletter.
- *Colleges and Universities Information Day—Regency Square.

SEPTEMBER
- *Distribute materials at Student Activities Artist Series—Civic Auditorium.
- *High School visits for qualified minority students in Health Related Programs.

*Music recruitment in high schools.

*Trained student recruiters will be in shopping malls on Friday & Saturday afternoons—Gateway, Regency, & Normandy Malls.

*S.G.A. visits high schools with counselors.

*Distribution of credit & non-credit schedules to part-time centers.

OCTOBER *Distribute materials at Student Activities Artist Series—Civic Auditorium.

*High School visits for qualified minority students in Health Related Programs.

*Music recruitment in high schools.

*Trained student recruiters will be in shopping malls on Friday & Saturday afternoons—Gateway, Regency, & Normandy Malls.

*Begin counselor Fall visitation to high schools.

*Jax Colleges Information Day - Gateway Shopping Center.

*Display booth - Greater Jax Agriculture Fair.

*Display booth - Northeast Florida Fair - Callahan.

*Continue Fall counselor visitations to high schools.

*Attend College Days and College Nights at high schools.

*Participate with a display booth at the Annual Career Fair.

*Display booth at the Holiday Show.

DECEMBER *Distribute materials at Student Activities Artist Series—Civic Auditorium.

*Trained student recruiters will be in shopping malls on Friday & Saturday afternoons—Gateway, Regency, & Normandy Malls.

*T.V. & Radio Ads, Newspaper and IS Newsletter.

*Display booth at the Jax Beach Trade Show—Flag Pavilion.

*Letters to High School Seniors graduating in December.

*Distribution of credit & non-credit schedules to part-time centers. (Florida Junior College at Jacksonville).

1978-79
RECRUITMENT PLAN

FLORIDA KEYS COMMUNITY COLLEGE

3. Although significant efforts have been initiated at Florida Keys Community College over the past year regarding recruitment and retention of students, there are serious problems still to be overcome.

The greatest barrier to any substantial enrollment increase remains the lack of student housing. We cannot actively and aggressively recruit students from outside our commuter area until this problem is alleviated. Some students now are recruited to attend FKCC only to leave after facing our local housing situation.

All recruitment, retention and public relations efforts need to be well coordinated and communicated between the various faculty, staff and administrative offices. Mailings for recruitment purposes particularly need to pass through a central office to assure no efforts are duplicated.

An essential part of recruitment is a campus tour which many potential students request to make their final decision on attendance. The continuation and acceleration of landscaping around the campus buildings would aid greatly in creating a pleasing visual image.

While giving campus tours many potential students comment on the lack of a comfortable and pleasant student lounge area. Refurnishing of present student facilities would aid greatly in recruitment as well as retention.

The report of the Action Planning Task Force is to be commended for many useful ideas which should be dealt with by each office concerned. These efforts should be continued immediately and energetically regarding recruitment.

Following is an outline of activities planned or encouraged for the 1978-79 year. Suggestions for additional recruitment activities are welcome.

Recruiting efforts will be aimed at the following three target groups:

I. HIGH SCHOOL JUNIORS AND SENIORS

A. Timetable of Efforts

1. October - Have displays from various programs at Key West High School Open House.

2. November - Hold a seminar at each high school for junior and seniors. (Include Florida Keys Community College Students).

3. November - Invite high school juniors and seniors to campus to meet with nine Florida State University System representative.

4. December - Mail new Florida Keys Community College Digest to Monroe County high school seniors.

5. Mid-January - Hold a seminar at each high school for parents of juniors and seniors.

6. January - March - Bi-monthly visits with Fla. Keys Community College students, Student Services and Financial Aid representatives going to Monroe County high schools.

7. February/March - Conduct assembly at local middle schools for 8th graders.

8. March/April - On-campus high school visitation program for high school juniors and seniors.

9. March/April - CLEP test dates at Coral Shores and Marathon High Schools.

10. May - Mail new 1979-80 catalog to Monroe County high school seniors.

11. May - Hold Early Admissions seminars for high school sophomores and juniors.

B. Mailing of Florida Keys Community College Digest

1. Monroe County High School Seniors

2. Florida High School principals and counselors

C. Mailing of Environmental Marine Science brochure to high school faculty in Marine Science.

D. Mailing to parents on Monroe County juniors and seniors announcing seminars and detailing college and financial aid information. (Enclose brochure "Meeting College Costs").

E. Seek student housing in the community or build near campus in order to attract students from out of town.

II. ADULT/NON-TRADITIONAL STUDENTS

A. Placement of advertisments in the following publications or media:

1. Key West Citizen and Miami Herald

2. Radio spots and interviews

3. Keynoter, Upper Keys Reporter

4. Spot announcements on Channel 5

B. Mailing of new Florida Keys Community College Digest

1. Military Education Officers

2. Response to inquiries

3. Civic organizations, service agencies, churches and senior citizen groups.

C. Mailing of Marine Propulsion brochure to Marine Industry (500 marinas and businesses).

D. Keep updated material at Chamber of Commerce for distribution to tourists.

E. Student Services representative visit Downtown Center to provide continued orientation about college programs and services and to supply materials for distribution.

F. Recruitment display manned by faculty, staff and students at Monroe County Fair.

G. Recruitment display or poster at senior citizen nutrition areas, local shopping center, Senior Citizen Plaza, and other population flow areas in Monroe County.

H. Slide show presentation to community groups, civic organizations and clubs.

I. Encourage faculty to give special topic presentations to community groups, civic organizations and clubs.

J. Routinize correspondence with new applicants so they are receiving something from Florida Keys Community College every two weeks beginning two months before registration.

K. Team from FKCC to appear on television program Miami Dade Community College Review.

L. Offer classes in public buildings in areas more easily accessible to senior citizens and minorities.

M. Work with public relations office at FKCC to encourage better advertisement via public media, billboards, announcements in bank statements, etc.

III. MINORITY STUDENTS (IN ADDITION TO ABOVE)

A. Use faculty, staff, and friends of Florida Keys Community College to make contacts with Black and Hispanic groups.

B. Make presentations to Black church groups, civic organizations and clubs.

C. Mail publicity to disabled veterans on list received regularly from the Veteran's Administration to reach handicapped persons.

D. Provide a half time VA counselor to help VA recipients on campus and correspond with potential students.
(Florida Keys Community College).

Governor's Program for the Gifted & Talented
Suggested
Program Description
Format

I. Contact Persons - Dr. LaVera Yarish, Chairman - Humanities/Social Science Div.
Dr. Robert Wall, Chairman - Math-Science Division

II. Number and level of students
70 - 80 Seniors (1981 Graduates)
Judged gifted or talented as determined by college faculty

III. Program Description (Purposes & Content)
Variety of 1 - 3 week Summer Seminars to provide enrichment and broaden knowledge of gifted and talented students. Credit to be awarded in topics such as music, art, ecology and government

IV. Special Services
College Admission Orientation
Career Counseling
College Library/Media/Laboratory resources
Community resources - A day school program

V. Staff/Administration/Faculty
Cooperative efforts by Administration and faculty in the academic and student services area - Instruction by regular college faculty

VI. Facilities/Housing
Community college classroom and laboratory facilities will be used. Also, some courses will utilize community resources for field trips and "live" experiences such as art museums and biological research laboratories

VII. Cost & Fee
Tuition waivers for those with verified need
College support of instructional services
Staff & Program Development funds for course development

VIII. Other Information
Recruiting efforts will include media publicity, referrals from high school counselors, direct mail to potential students personal interviews

IX. Criteria and procedures for program evaluation
Evaluation instrument to be submitted to students and instructors involved in the program
Report to Commissioner and Governor regarding success of program

Political Campaigns and Elections (3 semester hours)

Week #1 - Political Participation

4 sessions of 3 hours and 35 minutes
1 independent semester hour
Topics such as interest group influence, political parties, voting, legal rights, nonparticipation, etc.

Week #2 - Political Campaigns

4 sessions of 3 hours and 35 minutes
1 independent semester hour
Topics such as campaign styles, strategy, and historical case studies.

Week #3 - The Electoral Process

4 sessions of 3 hours and 35 minutes
1 independent semester hour
Topics such as election laws, various procedures, the Electoral College, primaries, national conventions, etc.

Studio Experience for Three-dimensional Realism (4 Credit hours)

Selected experiences in two dimensional and three dimensional studio art as an experiential method of teaching realism.

Week #1 - Freehand drawing

Week #2 - Hand building sculptural forms in clay

Week #3 - Painting experience

Living in the Environment (3 Credit hours)

Textbook: Living in the Environment, G. Tyler Miller
Additional Materials: 23 30-minute video tapes
Prerequisites: At least one course in high school biology with at least a "B" average and expectation to major in science in college.

Seminar Structure: The seminar would be an intensive 3-week course from Wednesday, June 18 through Tuesday, July 8. The students would view and discuss tapes and have lectures on related topics for at least two hours each weekday except Fridays.

Field trips lasting about 5 hours each would be scheduled for Friday, June 20 and Friday, June 27. Possible destinations would be waste-water treatment plants, water treatment plants, pollution control laboratories, nuclear

and coal power plants, solar power facilities, and examples of various ecosystems. An overnight camping trip may also be possible.

Two-hour laboratory sessions would be scheduled for Mondays and Tuesdays (June 23-24, June 30 - July 1).

Overall review and examination would be held Tuesday, July 8.

Students would also be responsible for reading selected chapters of the text.

Chamber Music (3 credit hours)

Course is designed to provide gifted high school instrumentalists (wind, percussion, keyboard) with exposure to major works for chamber ensembles, through rehearsal, analysis and performance.

Students will be assigned to ensembles that meet the needs of the instrumentation with as many different types of combinations as possible. Once ensembles are organized, appropriate literature will be rehearsed, studied, analyzed and ultimately performed. Ensembles will be under close supervision of faculty artist.

Comprehensive Musicianship (3 credit hours)

Course is intended for gifted high school students that plan to major in music at the college/university level. Subject matter includes the study of music theory from scales and modes to the construction of chord progressions involving secondary dominants and modulations. In addition fundamentals of score analysis will be covered. Lectures will be integrated into a laboratory approach to theory. (That is to include development of keyboard harmony, sightsinging and ear-training techniques.
(Lake Sumter Community College)

Miami-Dade Community College

4. (1) Providing college-level instruction to concurrently enrolled high school students who demonstrate proficiency for advanced work in a particular subject area (application form and procedures enclosed). As of the Fall Term 79-1, Miami-Dade is providing a waiver of matriculation fees for such students. Classes are offered both at local high schools and on the College campuses.

(2) Permitting early admission at the College for specially selected high school students.

(3) Awarding scholarships to cover matriculation fees at Miami-Dade County public and private high school graduates who rank at or above the 90th percentile in their high school graduating class (application form enclosed).

(4) Scheduling of mini-terms at the College to accommodate graduates under the quinmester system used by the public schools.

(5) Sharing of facilities for a variety of college credit and non-credit programs in elementary, junior, and senior high schools throughout the county.

(6) Operation of a Coordinating Council comprised of representatives from Miami-Dade Community College and Dade County Public Schools for coordination of vocational and adult education programs throughout the county.

(7) Development of a special summer program for the gifted student.

(8) Joint preparation of a brochure describing career opportunities available in Dade County (copy enclosed).

(9) Mutual participation on program advisory committees.

(10) Administration of the community college assessment battery at the local high schools.

(11) Regular workshops, tours and orientation sessions for high school personnel at the community college campuses.

(12) Invitations to selected high school students to participate in special college activities, i.e. cultural events or seminars by Distinguished Visiting Professors.

(13) Exchange of research and scholarship data.

(14) Sending letter of congratulations and application information from Miami-Dade to all Dade County high school graduates each year.
(Miami-Dade Community College)

1. Visit the public, parochial and private high schools in Broward County with the purpose of providing articulation services, i.e., orientation programs, updating of College entrance requirements, explanation and clarification of College policies and course offerings at BCC.

2. Work with high school personnel scheduling assembly programs, career days, or visits; supply catalogs and application forms to all high schools; be the liaison in special areas, such as, dual enrollment and early admission.

3. Work with individual high school students who have specific problems requiring special attention.

4. Coordinate the efforts of College personnel, such as, admissions officers, financial aid officials, counselors and advisors, BCC faculty and students in order to provide dynamic articulation programs in the high schools.

5. Schedule tours of the College for students upon request, and supervise, coordinate and provide leadership for these programs.

6. Work with the School Board of Broward County, Florida, in all county-wide public high school/College undertakings, i.e., College Night, et al.

7. Welcome, schedule and arrange visits for representatives from the nine (9) state universities, as well as out of state colleges and universities and the armed forces.

8. Establish liaison with university and college counterpart personnel in order to understand mutual problems and concerns - whether the informational exchange be matters of curricula, policies and procedures, or matters concerning individual students.

9. Transmit information concerning articulation agreements, curriculum and policy changes occuring in the upper level educational institutions to the BCC personnel involved.

10. Provide facilities for visiting university and college representatives at the various campuses and centers; schedule meetings with counselors when requested; arrange for notices and posters to be displayed; send advance publicity releases concerning college and university visitations to student publications and interested departments.

11. Plan and coordinate special events for high schools, colleges and universities, i.e., orientation programs and workshops.

12. Inform the College Relations Department of events appropriate for publicity release pertinent to Inter-Institutional Relations.

13. Welcome to the College any educational, and/or special area groups from the community requesting visits to the Campus, coordinate tours with all departments of the College concerned. Example, gifted students, hearing impaired groups, et al.

14. Communicate effectively with personnel at both line and staff levels in all educational institutions as well as with high school and college students.

15. Attend county-wide meetings with high school directors and any state-wide conferences with colleges and university level personnel when deemed necessary. (Broward County Community College)

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ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

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